

Federal Program Monitoring for Title I, Part A

1.0: The SEA conducts monitoring of its subgrantees sufficient to ensure compliance with Title I, Part A program requirements. [Section 9304 of NCLB and 200.328 of EDGAR]

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
1.0a When was the last time you were monitored by the SEA?	<ul style="list-style-type: none"> Copies of reports, corrective actions, results of technical assistance. 	<ul style="list-style-type: none"> Staff describes monitoring process, including on-site procedures, data review, and the reporting and corrective action processes, as pertains to most recent monitoring by the SEA. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u> SEA has access to this information.
1.0b What findings, if any, were indicated as a result of the monitoring visit?	<ul style="list-style-type: none"> Sample of letters to schools, checklists, forms, etc. 	<ul style="list-style-type: none"> Have all findings from the last visit been addressed? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u> SEA has access to this information.
1.0c Was there any follow-up by the SEA to ensure that findings were corrected/ addressed?	<ul style="list-style-type: none"> Evidence of technical assistance provided by the SEA as a result of issues identified through the monitoring process. 	<ul style="list-style-type: none"> Staff discusses technical assistance provided by SEA during and as a result of monitoring process. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u> SEA has access to this information.

Federal Program Monitoring for Title I, Part A Standards, Assessment and Accountability

1.1 The SEA has ensured that LEAs have published annual report cards as required. [§1111]

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
<p><u>LEA</u></p> <p>1.1a Do the annual LEA Report Cards contain all of the required information for the LEA and each school served, as follows:</p> <p>a) information, in the aggregate, on student achievement at each proficiency level on the state academic assessments disaggregated by race, ethnicity, gender, disability status, and migrant status; English proficiency and status as economically-disadvantaged (where the minimum “n” has been met);</p> <p>b) comparison of the actual achievement levels of each</p>	<p><u>Documentation</u></p> <ul style="list-style-type: none"> • Division Report Card samples or prototype with complete set of school report cards for that LEA. • Individual School Reports as published on the Web or distributed to parents in print form. 	<p><u>Interview</u></p> <ul style="list-style-type: none"> • Is the data accurate as displayed in the School Report Card? • Does the School Report Card accurately list the LEA’s schools that are in school improvement? • Is the achievement data accurate? 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>	<p>X Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u> SEA provides LEA and school report cards via the SEA Web site. The SEA – generated report cards contain all the data required under Section 1111.</p>

**Federal Program Monitoring for Title I, Part A
Standards, Assessment and Accountability**

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
<p>group of students previously described with the state's annual measurable objectives for each required assessment;</p> <p>c) information on how students served by the LEA achieved on the statewide academic achievement assessment compared to students in the state as a whole;</p> <p>d) the percentage of students not tested, disaggregated by the same categories noted above by subject;</p> <p>e) the most recent two-year trend in student achievement in each subject at each grade level for grades in which assessment is required;</p>				

**Federal Program Monitoring for Title I, Part A
Standards, Assessment and Accountability**

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
f) aggregate information on any other academic indicator used by the state to determine Annual Measurable Objectives (AMO); and aggregate information on any additional indicators used by the LEA to determine AMO; g) graduation rates that are consistent with USED-approved state definitions; h) information on the performance of the LEA regarding whether it made AMO and whether it has been identified for improvement, including the number and percent of schools identified for school improvement by name and how long				

**Federal Program Monitoring for Title I, Part A
Standards, Assessment and Accountability**

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
<p>the school have been so identified?</p> <p>i) the professional qualifications of teachers in the LEA, including percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools;</p> <p>j) the number of recently arrived EL students who are not assessed on the state's reading/language arts test; and</p> <p>k) state data from the National Assessment of Educational Progress (NAEP).</p>				

**Federal Program Monitoring for Title I, Part A
Standards, Assessment and Accountability**

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
<p>1.1b Within each LEA do individual school reports include all of the preceding plus:</p> <p>a) whether the school has been identified for school improvement; and</p> <p>b) information that shows how the school's student achievement on the statewide academic assessments and other indicators of federal requirements compared to students in the LEA and the state.</p>	<ul style="list-style-type: none"> • Division Report Card samples; dissemination plan and timeline • Student Assessment Report samples; dissemination plan and timeline. 	<ul style="list-style-type: none"> • Describe the process of how the LEA publicly disseminated the information contained in the Annual LEA Report Cards to all schools in the LEA and to all parents of children attending the LEA's schools. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u> SEA provides LEA and school report cards via the SEA Web site. The SEA – generated report cards contain all the data required under Section 1111.</p>
<p>1.1c Has the LEA publicly disseminated the information contained in the Annual LEA Report Cards to all schools in the LEA and to all parents of children attending the LEA's schools in a form and to the extent practicable in the language that parents can understand?</p>	<ul style="list-style-type: none"> • Division Report Card samples; dissemination plan and timeline • Student Assessment Report samples, dissemination plan, and timeline. • School/LEA Web site • Evidence of mailing • School handbook • Other 	<ul style="list-style-type: none"> • Describe how the LEA publicly disseminated the information contained in the Annual LEA Report Cards to all schools in the LEA and to all parents of children attending the LEA's schools in a form and to the extent practicable in 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

**Federal Program Monitoring for Title I, Part A
Standards, Assessment and Accountability**

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
		the language that parents can understand.		
1.1d Has the LEA provided, to the parent or guardian of each child attending any school, information on the level of achievement of the child in each of the state academic assessments?	<ul style="list-style-type: none"> Notice to parents about child's SOL results. 	<ul style="list-style-type: none"> What was the procedure used to provide to the parent/guardian of each child attending any school, information on the level of achievement of the child on each of the state academic assessments? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Federal Program Monitoring for Title I, Part A Instructional Support

2.1 The SEA has developed procedures to ensure the hiring and retention of qualified teachers and paraprofessionals. [§1112; 12119; §1119; 2 CFR Part 200.328]

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
2.1a Has the LEA ensured that instructional paraprofessionals in Title I schools work under the direct supervision of and in close and frequent proximity with a properly licensed and endorsed teacher?	<ul style="list-style-type: none"> Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers in Title I schools regarding the duties and assignment of instructional paraprofessionals. Schedules Lesson Plans Eligible students 	<ul style="list-style-type: none"> If applicable, how does the LEA ensure that Title I instructional paraprofessionals work under the direct supervision of a properly licensed and endorsed teacher? Do schedules reveal that instructional paraprofessionals work under the direct supervision of a properly licensed and endorsed teacher? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
2.1b Has direction been given to principals and teachers regarding the requirement to ensure that instructional paraprofessionals in Title I schools work under the direct supervision of and in close and frequent proximity with a properly licensed and endorsed teacher?	<ul style="list-style-type: none"> Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers in Title I schools regarding the duties and assignment of instructional paraprofessionals. 	<ul style="list-style-type: none"> Does documentation show that guidance has been given to principals and teachers regarding this requirement? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

**Federal Program Monitoring for Title I, Part A
Instructional Support**

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
2.1c Has the division ensured that Title I instructional paraprofessionals meet qualification requirements?	<ul style="list-style-type: none"> • Instructional Personnel and Licensure Report (IPAL) • List of Title instructional paraprofessionals and their qualifications • Documentation of qualifications • Principal Attestations from Title I schools (not required for 2016-2017) 	<ul style="list-style-type: none"> • Does the school division have documentation to show that all instructional paraprofessionals in schoolwide Title I schools meet the requirements established in ESEA, as amended? • Does the division have documentation to show that all Title I-funded paraprofessionals in targeted assistance schools meet the requirements established in ESEA, as amended? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

**Federal Program Monitoring for Title I, Part A
Instructional Support**

2.2 The SEA has established a statewide system of intensive and sustained improvement and support that provides, or provides for, technical assistance to LEAs and schools as required. [§1117; 2 CFR Part 200.328]

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
2.2a Has the LEA provided technical assistance and support to those Title I schools, not identified as priority or focus schools, required to implement an improvement plan because one or more subgroup(s) missed an AMO?	<ul style="list-style-type: none"> List of schools required to implement as improvement plan Evidence of technical assistance on improvement planning provided to the LEA by the SEA Evidence of use of Indistar for improvement planning Documentation that all required elements/components of the Indistar process have been completed as required 	<ul style="list-style-type: none"> Describe the process the LEA uses to ensure its “improvement plan needed” schools have followed the SEA guidelines for creating an improvement plan to address the academic achievement of the identified subgroup(s). 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u> Not required in 2016-2017

Federal Program Monitoring for Title I, Part A Instructional Support

2.3 The SEA ensures that LEAs and schools meet parent involvement and parent notification requirements.

[§§1111-1112; and §§1114 -1118; 2 CFR Part 200.328]

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
Strategies to Implement Effective Parent Involvement 2.3a Has the LEA informed and involved parents in the development and review of the LEA's Title I plan and program and school improvement plan if applicable?	<ul style="list-style-type: none"> • Copy of LEA parent involvement policy. • Copy of school's parent involvement policy. • Copy of school's school/parent compact. • Copies of communications or materials disseminated by the SEA on effective parent involvement practices that are based on the most current research and geared toward greater participation by parents in school planning, review, and improvement. • Summary of data analyzed or the LEA's process to collect information to determine the effectiveness of policies and practices (e.g., LEA/school parent surveys; 	<ul style="list-style-type: none"> • How were parents involved in writing the Title I application? • How were parents involved in developing the school improvement plan? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

**Federal Program Monitoring for Title I, Part A
Instructional Support**

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
	<p>parent feedback from LEA/school parent meetings, workshops, conferences, and LEA/school parent advisory groups).</p> <ul style="list-style-type: none"> Record of parent comments/input about use of funds for parent involvement, e.g., meeting agenda/minutes and results of parent surveys. Record that schools conducted an annual parent meeting, e.g., meeting notices and copy of agenda/minutes. 			
2.3b Does the LEA provide technical assistance to schools on policy development and building capacity of parents for involvement?	<ul style="list-style-type: none"> Current written documentation that describes how the LEA is organized to coordinate and implement the parent involvement requirements and to help schools and parents build capacity for effective parent involvement. Workshops 	<ul style="list-style-type: none"> Does the LEA have a written parent involvement policy? How have parents been informed about the development of the Title I policy and how do you build parents' capacity? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Federal Program Monitoring for Title I, Part A Instructional Support

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
	<ul style="list-style-type: none"> Annual meeting minutes Meeting agendas 			
2.3c Has the LEA conducted, with the involvement of parents, the required annual evaluation of the content and effectiveness of the LEA's parent involvement policy and parent involvement activities in improving the academic quality of Title I schools?	<ul style="list-style-type: none"> Current written documentation that describes how parents are involved in the annual joint development/review of the written policy, e.g., meeting agenda, sign-in sheets, minutes of meetings, letters to parents. 	<ul style="list-style-type: none"> What are results of the annual parent involvement policy evaluation? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
2.3d Does the LEA and its schools involve parents in planning, reviewing, and implementing parent involvement activities, school improvement plans, and schoolwide plans?	<ul style="list-style-type: none"> Same as 2.3c 	<ul style="list-style-type: none"> What decision-making role do parents have in choosing resources, program design, and activities? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
2.3e Does the LEA ensure that schools convene an annual meeting to inform parents about the Title I program and to explain their right to be involved?	<ul style="list-style-type: none"> Record that schools conducted an annual parent meeting, e.g., meeting notices and copy of agenda and/or minutes. 	<ul style="list-style-type: none"> What information is given during the annual meeting? Were the following covered: <ul style="list-style-type: none"> timely information about programs under this part; a description and explanation of the curriculum in use at 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Federal Program Monitoring for Title I, Part A Instructional Support

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
		<p>the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;</p> <ul style="list-style-type: none"> opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and evidence that feedback from parents is utilized? 		
2.3f Does the LEA reserve the required amount of its Title I allocation for parent involvement? How does the LEA ensure that parents are involved in making decisions about the use of these funds?	<ul style="list-style-type: none"> Program Application Same as 2.3c 	<ul style="list-style-type: none"> Does the application show the required amount reservation (if applicable) for parent involvement? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
2.3g Has the LEA encouraged schools to use Title I funds to support family literacy programs?	<ul style="list-style-type: none"> Program application Agendas of meetings or workshops Reimbursements 	<ul style="list-style-type: none"> What processes are in place to encourage schools to use Title I funds to support family literacy programs? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

**Federal Program Monitoring for Title I, Part A
Instructional Support**

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
		<ul style="list-style-type: none"> ▪ How are Title I funds used to support family literacy programs? 		
2.3h Are Title I funds used by the LEA and its schools to enhance parent involvement?	<ul style="list-style-type: none"> • School-level and division-level written Parent Involvement Policies • Program applications • Reimbursements 	<ul style="list-style-type: none"> • How are Title I funds used to develop parent involvement, build capacity, and assist parents? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
2.3i How and when does the LEA/school notify parents they have the right to request information about teacher and paraprofessional qualifications?	<ul style="list-style-type: none"> • Right-To-Know letter 	<ul style="list-style-type: none"> • Were parents notified that they could request information about teacher and paraprofessional qualifications? • When? How? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

**Federal Program Monitoring for Title I, Part A
Instructional Support**

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
2.3j Does the LEA/school inform parents that their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified?	<ul style="list-style-type: none"> If applicable, the parent letter informing parents that their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified. 	<ul style="list-style-type: none"> Were parents notified that their child had been assigned, or had been taught for four or more consecutive weeks by a teacher who is not highly qualified? When? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u> Not required in 2016-2017

Federal Program Monitoring for Title I, Part A Instructional Support

2.4: The SEA ensures that LEAs and schools develop schoolwide programs that use the flexibility provided to them by the statute to improve the academic achievement of all students in the school. [§ 1114, 34 CFR Part 200, §§200.25–200.28]

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
Schoolwide Programs 2.4a Does the LEA provide assistance or guidance to schools to plan and develop their schoolwide plans?	<ul style="list-style-type: none"> ▪ List of schoolwide schools. • Copies of schoolwide plans. • Samples of LEA guidance or communications to schools and parents about schoolwide programs. • Samples of training materials, agenda, or schedules of professional development to help schools plan, review, and implement schoolwide programs. • Sample of minutes from planning meetings. • Approved application 	<ul style="list-style-type: none"> ▪ Does each school have a comprehensive schoolwide program plan that is based on a comprehensive needs assessment and that has been developed with the involvement of all school personnel and the community? • Does the division ensure that the programs and plans contain the ten required schoolwide program components and other plan requirements (NCLB Section 1114(b))? • How does the LEA ensure that schools implement schoolwide programs that use flexibility to improve the academic achievement of all students? • How does the school ensure parents are involved in the development and 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

**Federal Program Monitoring for Title I, Part A
Instructional Support**

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
		evaluation of schoolwide plans? • How does the school ensure that it evaluates and monitors the implementation of schoolwide programs and how are these results used to improve the instruction provided to participating students?		
2.4b Was assistance provided by the LEA to schools for continuously improving their schoolwide programs and for ensuring that schools annually review and revise, with parents and representatives of the school community, their schoolwide plans?	• Same as 2.4a	• Same as 2.4a	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
2.4c Does the LEA and its schools use student achievement and other school-level data to make decisions about the implementation of the schoolwide plan, including decisions about instructional changes, professional development,	• Same as 2.4a	• Same as 2.4a	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

**Federal Program Monitoring for Title I, Part A
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Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
and the consolidation and use of Title I funds with other federal, state, and local funds to support the schoolwide program plan?				
2.4d In cases where a school is both a schoolwide school and a school identified for improvement and develops a single plan, does the LEA ensure that the single plan contains the schoolwide requirements under NCLB Section 1114 (b) and the school improvement plan requirements under the SEA approved ESEA Flexibility application?	<ul style="list-style-type: none"> Single Schoolwide/School Improvement Plan 	<ul style="list-style-type: none"> Does the combined plan contain the requirements approved under the SEA approved ESEA Flexibility application. Does the combined plan contain the required ten components of the schoolwide plan? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Federal Program Monitoring for Title I, Part A Instructional Support

2.5: The SEA ensures that LEA targeted assistance programs meet all requirements. [§1115]

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
Targeted Assistance Programs 2.5a Does the LEA provide guidance, assistance, and support to schools for planning, implementing, and improving the ongoing quality of their targeted assistance programs?	<ul style="list-style-type: none"> ▪ List of targeted assistance schools. • Copies of targeted assistance plans. • Samples of LEA guidance or communications to schools and parents about targeted assistance program requirement. • Samples of training materials, agenda, or schedules of local or school-specific professional development to help schools to build their capacity to plan and implement targeted assistance programs. • Title I students (rosters) • Selection criteria 	<ul style="list-style-type: none"> • How does the LEA ensure that schools with targeted assistance programs meet all requirements? • How does the LEA ensure that the amount of time students are removed from the regular classroom is minimized in a targeted assistance program? • How does the LEA ensure that targeted assistance programs are evaluated? • How are the program evaluation results used to improve the instruction provided to participating students? • Does Title I instruction target the needs of the students? • How are the academic needs of the students addressed through professional development? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

**Federal Program Monitoring for Title I, Part A
Instructional Support**

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
2.5b Does the LEA and its schools use student achievement and other school-level data to make decisions about the implementation of the targeted assistance plan, including decisions about effective instructional methods and strategies, professional development, and coordination with the regular education programs?	<ul style="list-style-type: none"> Same as 2.5a 	<ul style="list-style-type: none"> Same as 2.5a 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Federal Program Monitoring for Title I, Part A Fiduciary

3.1: LEA Reallocations and Carryover. The LEA complies with the reallocation and carry over provisions in § 1126(c) and § 1127 of the ESEA.

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
Reallocations and carryover 3.1a Has the LEA received Title I, Part A, reallocated funding?	<ul style="list-style-type: none"> Documentation showing additional Title I, Part A, funds an LEA received through the reallocation process Application amendment Where applicable, documentation of carryover waiver request approved or denied by SEA. 	<ul style="list-style-type: none"> If the LEA has received Title I, Part A, reallocated funding, did the LEA submit an amendment for these extra funds? What procedures are in place to assure the LEA will expend Title I, Part A, funds in a timely manner? If applicable, how does the LEA ensure that reservations are adjusted accordingly? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
General 3.1b Does the SEA provide technical assistance and written guidance to LEAs regarding allocations, reservation of funds, and carryover?	<ul style="list-style-type: none"> Where applicable, documentation of carryover waiver request approved or denied by SEA. 	<ul style="list-style-type: none"> If applicable, how does the LEA ensure that reservations for requirements related to LEA and school improvement that are carried over into the next school year are used in accordance with the law? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u> The SEA provides information via Superintendent's Memo 099-12 dated April 13, 2012.

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3.2: LEA Plan. The SEA ensures that the LEA complies with the provision for submitting an annual application to the SEA and revising the LEA plan as necessary to reflect programmatic or fiscal changes.

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
3.2a What is the LEA process for review and approval of local applications?	Most recently approved annual applications from the LEA, which includes: <ul style="list-style-type: none"> • Needs assessment; • Allocation amount, budget information, and required set-asides; • A description of the poverty criteria used to select school attendance areas; • Amendment requests; • Listing of schools with poverty criteria; and • Evidence that the plan included input from teachers, principals, administrators (including administrators of other programs described in Title I, Part A) and other appropriate school personnel, and parents of children in schools receiving Title I services. 	<ul style="list-style-type: none"> • What process does the LEA use to evaluate its application prior to submittal? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

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Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
3.2b Has the LEA met the requirements for required and allowable reservations?	<ul style="list-style-type: none"> Same as 3.2a 	<ul style="list-style-type: none"> Does the LEA have schools identified as priority or focus and did they choose to set aside up to 20 percent of their Title I allocations? Has the LEA made appropriate reservations (set-asides) in accordance with ESEA requirements? Does the LEA Title I coordinator collaborate with the LEA homeless liaison on the uses of the Title I reservation? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
3.2c Has the LEA submitted amendments to their application if needed?	<ul style="list-style-type: none"> OMEGA Reports Application amendments 	<ul style="list-style-type: none"> Are amendments submitted when allocations change or major programmatic changes are made? Are amendments submitted in OMEGA? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

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3.3: Within LEA Allocation Procedures. The LEA complies with the requirements to: (1) Reserve funds for the various set-asides either required or allowed under the statute, and (2) Allocate funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible attendance area. [§§. 1113, 1116, 1118 of the ESEA and § 200.77 and §200.78 of the Title I regulations]

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
General LEA Selection and Allocation Requirements 3.3a Are low-income and enrollment data available for all schools in the LEA?	<u>School Eligibility</u> <ul style="list-style-type: none"> Documentation, if applicable, that the LEA has a waiver of requirements for the determination of eligible school attendance areas and allocations under a state-ordered or court-ordered desegregation plan. Evidence that the LEA has correctly calculated the division-wide poverty average. Evidence that the LEA is correctly applying the 125 percent rule if it serves any school below 35 percent. <u>Enrollment Data</u> <ul style="list-style-type: none"> Evidence that the LEA uses data that are consistent regarding the number of students residing 	<ul style="list-style-type: none"> Has the LEA used the same measure of poverty for identifying eligible attendance areas and determining the allocation of each attendance area? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

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Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
	<ul style="list-style-type: none"> in each of the school attendance areas. Evidence that the LEA uses data that are consistent regarding the number of students residing in each of the school attendance areas. 			
3.3b Has the LEA used the same measure of poverty for identifying eligible attendance areas and determining the allocation of each attendance area?	<ul style="list-style-type: none"> Measure of poverty used A list of schools and the poverty criterion used to determine eligibility and allocate funds. 	<ul style="list-style-type: none"> Are poverty counts in the application consistent with documentation (i.e., free and reduced lunch counts, CEP data)? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
3.3c Are all participating schools being funded based on low-income data from the same source?	<ul style="list-style-type: none"> Evidence that the measure of poverty is used consistently across all school attendance areas. 	<ul style="list-style-type: none"> Are poverty counts in the application derived from the same source for all schools? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
3.3d Are charter schools and alternative schools included in the ranking?	<ul style="list-style-type: none"> List of charter schools List of alternative schools Approved application 	<ul style="list-style-type: none"> Are charter schools and alternative schools listed as schools in the approved application with all attendance and poverty data completed? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
3.3e Does the LEA allocation process ensure the proper distribution of Title I, Part A, funds?	<ul style="list-style-type: none"> Approved application Approved application amendments Reimbursements Budget Transfers 	<ul style="list-style-type: none"> Are reimbursements submitted and approved for Title I funds? Are the most recent Title I allocations evident in the latest 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

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Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
		approved application/ amendment?		
3.3f If the LEA applies variations in personnel costs, such as seniority pay differentials or fringe benefit differentials, as LEA-wide administrative costs rather than as part of the funds allocated to schools, how are these calculated?	<ul style="list-style-type: none"> • Approved application • Salary differential worksheet or other calculations 	<ul style="list-style-type: none"> • Were variations in personnel costs, such as seniority pay differentials or fringe benefit differentials, set-aside? • Is there evidence that these pay differentials were correctly calculated? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
3.3g Is the LEA using funds to continue to pay for public school choice for students who transferred in prior years and continue to transfer?	<ul style="list-style-type: none"> • Approved application 	<ul style="list-style-type: none"> • Does the Title I application indicate that the school division would continue to pay for public school choice? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
Internal Controls 3.3h Does the LEA adhere to the proper accounting of time and attendance for Title I paid staff?	<ul style="list-style-type: none"> • Record of personnel records for all Title I-funded positions. • Record of inventory purchased within the last two years. • Record of travel authorizations and vouchers paid using Title I funds. • Evidence from the LEA that audit findings referencing erroneous payments (overpayments and 	<ul style="list-style-type: none"> • How does the Title I staff work exclusively in Title I approved activities? • How does the LEA's budget process demonstrate appropriate Title I program planning and implementation consistent with identified student needs at each school? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

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Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
	underpayments), if applicable, have been cleared. <ul style="list-style-type: none"> • Principal's attestation (not required in 2016-2017) • Certification of pay (100 percent Title I employment) • Personnel activity report (split pay with another funding source) 			
3.3i Does the LEA adhere to the procedures for maintaining equipment and materials purchased with Title I funds?	<ul style="list-style-type: none"> • Budget • Reimbursements • Inventory records • Disposal of Title I inventory records • Procurement policies 	<ul style="list-style-type: none"> • How is equipment distributed and maintained? • How are decisions made about what equipment to purchase? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Federal Program Monitoring for Title I, Part A Fiduciary

3.4: Fiscal Requirements: Maintenance of Effort, Comparability, Supplement not Supplant, Internal Controls, and Reporting—The SEA ensures that the LEA complies with---

- The procedures for ensuring Maintenance of Effort (MOE) as outlined in §1120A and 9021 of the ESEA.
- The procedures for meeting the comparability requirement as outlined in §1120A of the ESEA.
- The procedures for ensuring that federal funds are supplementing and not supplanting non-federal sources used for the education of participating children as outlined in §1120A of the ESEA, §1114 of the ESEA, §1115 of the ESEA, and §1116 of the ESEA.

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
3.4a Does the LEA comply with the maintenance of effort fiscal requirement under Title I?	<ul style="list-style-type: none"> Procedures for determining MOE, including funds to be excluded from MOE calculations. MOE report comparing fiscal effort of first preceding year with second preceding year. 	<ul style="list-style-type: none"> Did the LEA meet MOE for the preceding year and the second preceding year? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u> Documentation of the LEA's MOE calculations is provided by the SEA. LEAs provide a portion of the calculations, and the SEA notifies the LEA by Superintendent's Memo if the LEA is in compliance. If the LEA did not make MOE, the SEA works with the LEA and requests a waiver from USED. If the waiver is not approved, the SEA will reduce the LEA's allocation by the appropriate amount as required.
3.4b Did the LEA meet comparability requirements under Title I?	<ul style="list-style-type: none"> Verification report from SSWS application showing that comparability was met. Letter for the SEA stating comparability was met. 	<ul style="list-style-type: none"> Did the LEA meet comparability for the school year? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u> SEA reviews comparability report annually and works with LEAs if they are not comparable.

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Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
3.4c Does the LEA comply with the supplement not supplant requirements?	<ul style="list-style-type: none"> • LEA approved budget and records of Title I funds at the district level. • Application 	<ul style="list-style-type: none"> • Do Title I schools receive the same non-federal funds as the non-Title I schools do? • Do Title I targeted assistance schools' programs and activities comply with the supplement/supplant "tests?" – <ul style="list-style-type: none"> ○ The LEA does not use Title I funds to provide services that are required by law ○ The LEA does not use Title I funds to provide services that were provided with non-Federal funds in the prior year(s) ○ The LEA does not use Title I funds to provide services for children participating in a Title I targeted assistance program that the LEA provides with non-Federal funds to children not participating in Title I. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Federal Program Monitoring for Title I, Part A Equitable Services

3.5: Services to Eligible Private School Children. The SEA ensures that the LEA complies with requirements with regard to services to eligible private school children, their teachers and their families. §1120 and 9306 of the statute, § 443 of GEPA, and §§ 200.62 – 200.67, 200.77 and § 200.78 of the Title I Regulations

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
Service to Private Schools 3.5a Has the LEA ensured the provision of services to eligible children attending private schools has been carried out?	<ul style="list-style-type: none"> • Evidence that consultation has occurred between LEA and private school officials or their representatives regarding services for private school children prior to the LEA making any decision. • Copy of written affirmation from officials of the private school or a representative. • Evidence that private school children that have been selected for services reside in a participating public school attendance area and meet the multiple academic criteria established by the LEA in consultation with private school officials. • Evidence that providers of services are employees of the LEA or employees of a third party contractor. • Documentation that all teachers and/or paraprofessionals employed by the LEA who provide services to 	<ul style="list-style-type: none"> • What was the process for providing technical assistance for services to eligible children attending private schools? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

**Federal Program Monitoring for Title I, Part A
Equitable Services**

Guiding Questions <u>LEA</u>	Acceptable LEA Evidence <u>Documentation</u>	Probing Questions <u>Interview</u>	LEA Response	To be completed by DOE: Is sufficient documentation provided?
	<p>private school children meet the Section 1119 requirements.</p> <ul style="list-style-type: none"> • Evidence that the LEA is evaluating the Title I program serving private school students and making modifications if necessary. • Copy of third party contract(s) and invoices from the third party contractor (if applicable). • Evidence that the LEA regularly supervises the provision of Title I services to private school children. • Evidence that the LEA maintains control of the Title I funds, materials, equipment, and property that support services to private school children. • Title I-funded materials and equipment located at the private school are properly labeled. 			